

# IHE Bachelor Performance Report

## Salem College

2009 - 2010

---

### Overview of the Institution

Salem College is an independent college committed to the liberal arts and to quality professional preparation. Started by the Moravian Church as a school for girls (now Salem Academy), Salem College is the oldest women's college in the nation by founding date and the 13th oldest college overall. Located in Historic Old Salem in the city of Winston-Salem, the College seeks to demonstrate the relevance of more than two centuries of liberal education to the demands of contemporary society. Salem provides a unique environment where students experience the rewards of rigorous academic work; expand their capacity for creative, analytical, and ethical thought; and prepare for positions of leadership and responsibility in a changing world. As early as the 1850's, Salem Academy was recognized as providing preparation for the teaching profession. The teacher education program of the College has been accredited by the state of NC since 1964. Undergraduate elementary or special education licensure candidates may pursue a Bachelor of the Arts (B.A.) Degree in education. Undergraduate students wishing to be licensed for middle or high school content areas pursue a B.A. or a B.S. degree for a selected content area and also complete course/ fieldwork in education. Post-bac candidates pursuing licensure in elementary or special education complete all education coursework via Salem College. It is assumed that post-bac candidates wishing to teach in the middle or secondary grades begin their licensure programs already possessing a B.A./B.S. or the required 24 hours in their desired area of speciality; if not, they take at least 24 hours of content coursework simultaneously to their education coursework.

### Special Characteristics

Salem College is a multi-age campus located in a beautiful, restored historic village. Undergraduates are primarily women, and most traditional students are campus residents. Adult students are a significant and valued part of the undergraduate population as well. The graduate program serves two constituencies: adult students with college degrees (many with advanced degrees) wishing to change careers and enter teaching, and experienced teachers who seek to improve their instructional skills in literacy. Lateral entry teachers are offered licensure coursework in a variety of speciality areas. In order to accommodate many of our students' work schedules, all classes are available during evening hours. Candidates for initial licensure, including lateral entry teachers, are assisted and mentored by Salem College faculty during supervised practica experiences prior to being recommended for licensure by the College. The constructivist philosophy guides all of Salem's teacher education programs, and the faculty emphasize integrated, meaning-centered instruction. We seek to promote the cognitive

development and the two dispositions we value most in each prospective educator - that all students are learners, and that teachers are responsible for creating the conditions of learning for all students.

## **Program Areas and Levels Offered**

Salem College offers the following teacher education programs leading to North Carolina licensure at the undergraduate level: elementary education (K-6); content areas for the middle grades (6-8) in English language arts, mathematics, science, and social studies; general curriculum special education (K-12); second language in French or Spanish (K-12); and content-area secondary education (9-12) in English, mathematics, science, and social studies. At the graduate level, candidates may earn licensure (initial and/or advanced) in: elementary education (K-6); middle grades (6-8); general curriculum special education (K-12); secondary education (9-12) in English, mathematics, science, and social studies; second language French or Spanish (9-12); and language and literacy (K-12 reading). Lateral entry teachers may pursue initial licensure in: elementary education (K-6); middle grades (6-8); general curriculum special education (K-12); second language French or Spanish (9-12); and secondary education (9-12) in English, mathematics, science, and social studies. Lateral entry teachers may also apply for admission to masters degree programs leading to initial and advanced licensure in speciality areas including: elementary education; middle grades; secondary education; second language French or Spanish; and general curriculum special education. Candidates who already possess a first license may pursue an add-on initial license for: birth-kindergarten (BK); English as a Second Language (ESL K-12); and reading (K-12).

## I. SCHOOL/COLLEGE/DEPARTMENT OF EDUCATION (SCDE) INITIATIVES

### A. Direct and Ongoing Involvement with/and Service to the Public Schools

<b>LEAs/Schools with whom the Institution Has Formal Collaborative Plans</b>	<b>Priorities Identified in Collaboration with LEAs/Schools</b>	<b>Activities and/or Programs Implemented to Address the Priorities</b>	<b>Start and End Dates</b>	<b>Number of Participants</b>	<b>Summary of the Outcome of the Activities and/or Programs</b>
<p>Salem College maintains ongoing collaborative partnerships with various school sin the Winston-Salem Forsyth County School District. Specific schools include: The Special Children’s Center; Ashley Elementary; various More-At-Four classrooms; The Downtown Elementary School; Griffith Elementary; Jefferson Elementary; Konnoak Elementary; Sherwood Forest Elementary; Walkertown Elementary;</p>	<p>Literacy teachers in the partner schools identified a need for support, resources, and strategies that fostered their continued reading about and use of best practices . In response, Goals included the support and exchange of literacy teaching strategies, professional development, and mentoring.</p>	<p>A literacy support group (LSG) continued to be offered on Salem’s campus. This group was open to literacy teachers in the partner schools as well as from other county-wide schools.</p>	<p>Fall term 2009, Jan term 2010; spring term 2010</p>	<p>The number of participants varied from month to month, but in general 5-7 literacy teachers were in session for each meeting (although it was not always the same 5-7).</p>	<p>During meeting discussions, literacy teachers reported professional satisfaction from the LSG particularly in terms of books and resource materials discussed and received; comprehension strategies shared among members, and both formal and anecdotal assessment procedures.</p>

<p>Clemmons Middle School; Jefferson Middle School; The Downtown Middle School; East Forsyth High School' Parkland High School; Reagan High School; and Reynolds High School.</p>					
<p>Salem College established collaborative partnerships with selected elementary schools in the Winston-Salem Forsyth County School District including: Griffith Elementary, Jefferson Elementary, and Walkertown Elementary</p>	<p>Partner with schools to develop, plan, and host home/school curriculum events.</p>	<p>This ongoing initiative included planning and implementing an elementary math and science fair at Walkertown Elementary, a content-area literacy event at Walkertown Elementary, and a family math night at Griffith Elementary.</p>	<p>The family math night was held in October 2009. Both the math/ science fair and content-area literacy event were held in Marcy 2010.</p>	<p>For the math night, students from two initial licensure methods classes participated (40 students total). For the math and science fair, students from two initial licensure methods classes participated (40 students). For the literacy event, students from one intermediate literacy methods class participated (28 students).</p>	<p>Exit polls conducted of attendees at all school events (students, parents, ,teachers, etc.) indicated a high level of satisfaction with the evening in general and with specific activities and teaching in specific. Salem Students indicated in reflective writings that participation in these events helped them to feel more confident about their abilities to interact with parents. School partners have already requested that these events be recurring again for the upcoming year</p>

<p>Collaborative partnerships existed between various teachers in the Winston-Salem Forsyth County School System and Salem College.</p>	<p>Provide support, mentoring, and professional development for teachers pursuing National Board Certification.</p>		<p>Seminar meetings were held during fall term 2009. Incidentally, this was the last term during which WSFCS would afford financial assistance for the National Board process.</p>	<p>Four National Board candidates participated in the seminar meetings.</p>	<p>Candidates reported satisfaction with the meetings and anecdotally stated that they found the collaboration helpful as they compiled the National Board portfolios. Currently, all four await the results.</p>
<p>Collaborative partnerships exist between Salem College and various schools in the Winston-Salem Forsyth County School System.</p>	<p>Provide proctors as needed for End-of-Term, End-of-Grade, and End-of-Course assessments.</p>	<p>School partners made requests of Salem to provide proctors for various assessments; professors communicated these requests to students during education courses, strongly encouraged Salem students to participate, and often included observations from proctoring as part of course requirements.</p>	<p>Ongoing as needed throughout the 2009-2010 school year.</p>	<p>Multiple participants in multiple schools; not all Salem students reported participation in proctoring events; some Salem students volunteered on their own (rather than being referred by Salem).</p>	<p>School partners expressed their appreciation of the volunteer spirit and professional demeanor of the Salem students. These partners have already requested that we introduce students to the idea of proctoring early in the year and incorporate reflections about proctoring in course assignments (so as to encourage increased participation).</p>
<p>An ongoing</p>	<p>Pair Salem teacher</p>	<p>A once-per-week</p>	<p>February, 2010-</p>	<p>One inclusive fourth-</p>	<p>The principal of the</p>

<p>collaborative partnership was formulated between Salem College and intermediate grades at Speas Elementary School.</p>	<p>candidates with low-achieving fourth and fifth grade students to work on reading strategies and comprehension skills as well as to practice authentic technology skills in context.</p>	<p>Blogging Book Buddy program was implemented in two pilot classrooms at Speas. Salem teacher candidates were paired with a struggling reader to select an appropriate book, browse the book, make predictions and then set up a blog site devoted to the book. Both the Speas and the Salem student read the selected book and then independently blogged about strategies they had used for reading, connections they had made with the text, and understandings they have formulated about story structure. Pairs who finished the first book met a second time to select a different book and begin the process again.</p>	<p>May, 2010</p>	<p>grade classroom of 25 students; one inclusive fifth-grade classroom of 23 students; two literacy methods classes of 18 and 28 students.</p>	<p>school has asked that a similar program continue next fall and spring and has requested that the Blogging Book Buddies extend their activities to lower-level (grades 2 and 3) students. Teachers for each of the two participating classes reported a change in the affect of previously reluctant readers after the institution of the program. All students in the class displayed greater enthusiasm for independent reading when they were able to blog about their thoughts on self-selected literature. In reflective writings throughout the process, teacher candidates expressed increased confidence with identifying appropriate literature, selecting and using a</p>
---	--	---	------------------	--	---

					variety of reading strategies, and in integrating technology in meaningful ways.
There is a partnership between Salem College and Carver High School.	At the request of the school partner, Salem College provided tutors for low-achieving high school students.	Salem teacher candidates attend after-school tutoring sessions where they are paired with students needing learning support. The Salem students design and deliver remediation.	Fall term, 2009 to spring term, 2010.	Approximately eight (8) Salem teacher candidates worked with a variety of Carver High School students (depending on the number of students referred by the school partner).	In reflective writings, Salem College middle and high school licensure candidates indicated that this experience provided them with invaluable practice in designing and delivering effective content instruction. The school partner has requested that this initiative remain ongoing.
A new collaborative venture exists between Salem College and elementary schools throughout the Winston-Salem Forsyth County School District. This new but ongoing initiative is called Teach Learn 2 or TL2.	A summer tutoring program designed to deliver remedial instruction to students in partner elementary schools who failed to make adequate progress in one or more subject areas during the school year; “adequate progress” to be determined by teacher recommendation and/or	Students in summer sections of the initial licensure methods courses for elementary and special education will be paired with a student who has been identified as needing remedial summer tutoring. The TL2 program is free of charge to families and	July 6, 2010 – August 6, 2010	At the present date, students’ families continue to enroll students in the program. However, we currently have 23 students officially on the TL2 roster with the anticipation that more will enroll as we get closer to the starting date o August 6. Salem teacher	Because this is a new initiative.

	<p>EOG scores. Near the end of the school year, flyers and registration materials were submitted to principals and curriculum coordinators in our partner schools; these materials were to be distributed to students needing remediation at the discretion of these partners.</p>	<p>students. Tutoring targets those skills and learning strategies in math, literacy, social studies, or science identified during the previous year as being weak and provides one-to-one instructional intervention and assessment.</p>		<p>candidates who will tutor number 35.</p>	
--	--	---	--	---	--

## **B. Brief Summary of faculty service to the public schools.**

Salem College faculty have been involved in the public schools in a variety of ways. Both Arts and Science Faculty and Education Faculty have served P-12 schools through consultation, coaching, judging academic fairs, serving on school advisory committees, and working with various school groups. Specifically, Arts and Sciences faculty tutored K-12 students and served as consultants for Advanced Placement teachers and exams. A history professor coaches local high school Mock United Nations teams as they prepare for competition. Professors in communications and sociology judge annual essay contests on racial diversity; and science faculty judged science fairs. Sociology faculty collaborated with teachers to sponsor January term internships, placing Salem students in schools to coach ESL students, complete action research projects, and tutor K-12. In addition, faculty members provide voluntary service to school advisory committees and leadership teams, serve on and work with PTAs, and serve as lunch buddies and EOG proctors. Salem College hosts Governor's School each summer, and several faculty are involved with it. Faculty from science and education serve as consultants for an International Cultural Fair at a local middle school. Music school faculty invite community high school students to a music day and participate with local band and choral groups. Faculty from arts and sciences collaborated with faculty at a local arts magnet elementary school to arrange for Salem students to mentor young artists and musicians. Each member of the education faculty is involved in providing professional development experiences for school personnel across the state; training included content area reading, literacy development, interdisciplinary/thematic units, constructivist mathematics methods, integration of instructional technology, serving culturally and linguistically diverse children and families, and multiculturalism. A faculty member serves on the More at Four advisory board and the Director serves on an advisory board for the United Way. Education faculty collaborating with graduate students on action research projects worked with local schools and PLC's to collect and analyze data, make recommendations based on these studies, and partner to implement learning strategies suggested by the projects.

## **C. Brief description of unit/institutional programs designed to support beginning teachers.**

Faculty at Salem College continued the New Teacher Support Group for professionals in their first, second or third year. Faculty also supported program completers by: providing resources and suggestions; offering advising via email, telephone, and/or classroom visits; and establishing support groups for new teachers. Additionally a new social networking site was piloted to enable new teachers to blog experiences and/or be in touch with colleagues and mentors. Several new teachers were invited to serve on Salem's Program Advisory Boards where they collaborated with experienced administrators and teachers and provided feedback for evaluation of Salem's programs. The Salem College Curriculum Materials Center continues to be available to Salem graduates and other new teachers in our partner schools, and faculty offer pedagogical advice and suggestions about resources to new teachers. During informal school visits and conversations, individual faculty have mentored new teachers in classroom management, planning for instruction, working with parents, and assessment strategies. Faculty also make themselves available to visit graduates' classrooms if asked. Salem's graduate faculty and recent M.Ed. graduates offer an on-going literacy development support group that meets regularly throughout the school year. During these meetings, literacy specialists facilitate

discussions, review recent research, and discuss specific issues and concerns that new teachers bring to the group. Participants review new selections in children's literature and discuss lesson planning ideas for the selections, including ways to integrate literacy across the curriculum. MAT candidates who have completed initial licensure are offered the opportunity to pursue their masters advanced competency licenses during their first 1 — 3 years as classroom teachers. These students complete seminar courses that are specifically designed to support them during their first few years of teaching, including classroom-based action research projects that will have immediate impact upon their teaching. M.Ed candidates in Salem's Masters Advanced Competency program complete a course that studies the mentor/mentee relationship and collaborative school leadership so that they will be better prepared to serve as mentors for Salem graduates and other new teachers with whom they work. They are encouraged to serve as mentees for students in the MAT programs.

#### **D. Brief description of unit/institutional efforts to serve lateral entry teachers.**

Specially designed programs for lateral entry teachers are available; however, lateral entry teachers may also choose to apply for admission to masters' degree programs leading to initial and advanced licensure in elementary education, general curriculum special education, second language studies (French or Spanish), or middle/ secondary education in science, English, mathematics, and social studies. All candidates for the lateral entry program receive special advising with the Director of Teacher Education and Graduate Studies (serving also as the Coordinator of Lateral Entry Programs) who collaborates with the Fler Center For Adult Education to enroll lateral entry candidates in appropriate courses. Advising for lateral entry teachers is offered during the late afternoon and evening hours by both offices, transcripts are immediately evaluated, and plans of study are typically prepared during advising appointments. Prior experience is carefully considered to determine appropriate equivalencies. Classes have been scheduled to accommodate the needs of lateral entry students, and all requirements may be completed in the evening hours, summer sessions, and/or independent study options. Courses from community colleges and other institutions are typically accepted as transfer credits. Lateral entry candidates receive on-site mentoring from Salem College faculty during supervised practical experiences prior to being recommended for licensure. College faculty from the Education Department and from the Arts and Sciences have served as mentors to lateral entry teachers and have provided directed studies courses in response to their needs. Lateral entry candidates are targeted for special assistance on the Praxis II specialty area tests, and review sessions have been planned to accommodate their schedules. Information about the lateral entry program is sent to surrounding districts, and the Director of Teacher Education and specific program coordinators conduct information sessions in local schools as needed and work closely with the Regional Alternative Licensure Center to provide appropriate courses and plans of study for students. In response to Salem's newly-revised initial licensure programs, the Director of Teacher Education conferenced extensively with the new director of the local Regional Alternative Licensure Center so as to ensure that required teaching competencies for lateral entry teachers were accurately matched to the previous and updated Salem courses that satisfy them.

### **E. Brief description of unit/institutional programs designed to support career teachers.**

Salem College is pleased to provide support for career teachers in our partner schools and other schools as well. Utilizing funds from the Model Clinical Teaching Network, we have provided workshops as requested by public schools, including: brain-compatible instruction, technology integration, developmentally appropriate instruction, and integrated unit design. We offer a literacy development support group that meets regularly throughout the year; literacy specialists meet with teachers to disseminate new research, to introduce the best resources in new children's literature, and to provide guidance in instituting developmentally appropriate reading and writing strategies. Select faculty provide statewide trainings for career teachers in More @ 4 centers and classes in public schools as well as in constructivist math methods for elementary teachers and holistic literacy practices. Career teachers collaborate with Salem graduate students to conduct action research projects in their classrooms, to share the results in research symposia, and to implement recommendations made on the basis of the studies. Salem works closely with Smart Start of Forsyth County to support opportunities for local teachers of young children to earn initial licensure for B-K. We share resources from our Curriculum Materials Center on request, and faculty offer informal advising to teachers through telephone, email, and personal contacts. Salem College faculty respond to local career teachers who seek assistance and/or resources for their career growth plans. In response to an articulated need by teachers in our public school partners, Salem has proposed several initial licensure add-on programs including AIG (pending DPI approval). All add-on licensure and graduate classes are offered during evening hours and summer sessions, and career teachers may register for classes as special students without formal application to the graduate program.

### **F. Brief description of unit/institutional efforts to assist low-performing, at-risk, and/or priority schools.**

Traditional Salem students participate in required community service opportunities. These students regularly choose tutoring in lower-performing schools as their service activity. Informally, the department often receives requests for tutoring from administrators, teachers, and parents of students in low-performing schools; the Director works to pair both licensure candidates as well as content-area majors with these students for support and mentoring. Education faculty members work closely with lower-performing schools to provide staff development and enrichment, and they serve on school leadership teams and advisory councils. Officials at low-performing schools often reciprocate by serving on Salem's program advisory councils where their input provides us with insight into how we can assist them. We partner with a low-performing high school at the secondary level; Salem students work in the after-school tutoring program at this site to observe, assist and provide remedial instruction. Faculty members in the education department conduct a number of workshops for school faculties and early childhood professionals at low-performing schools. MAT students in elementary education, special education, and ESL presented family-based workshops in math, literacy and science at several low-performing schools, while others were involved in developing semester and year-long mentor relationships with at-risk intermediate students as reading book buddies. All materials students and faculty create for workshops and curriculum nights, unit and lesson plans students write, and the parent resources from

student teachers' portfolios are shared with the local at-risk schools with whom we partner.

### **G. Brief description of unit/institutional efforts to promote SBE priorities.**

**21ST CENTURY SCHOOLS-** Initial licensure candidates at Salem College are introduced early in their programs to the priorities set by the State Board of Education, and attention to these priorities is infused throughout the program. The first course in all the initial licensure programs involves an introduction to the changing paradigms required to reach the "digital natives" in 21st century classrooms. Technology continues to be emphasized in subsequent courses as candidates are required to integrate and utilize hypermedia in meaningful ways. Issues of race, language, gender, exceptionality, and other areas of diversity are also introduced early in candidates' programs. Instructors in methods classes teach multiple research-based strategies, especially those from the literature related to minority students. Faculty members participate in training in diversity issues and instructional strategies, and they share this knowledge with preservice teachers. Candidates are taught to make use of multiple resources in their planning, and all lesson plans they prepare must indicate how they intend to meet the needs of diverse, exceptional and/or special needs students. Intentional and meaningful integration of technology is also required. Meeting individual needs and demonstrating the program dispositions are required competencies for all candidates for licensure at Salem College, and candidates who do not meet these requirements must participate in individually prepared action plans for remediation.

**GLOBALLY COMPETITIVE STUDENTS-** Each year we sponsor fall and spring research symposia focused on one or more of the SBE priorities. This year both research symposia featured student-led presentations of action research projects. By showcasing Salem graduate students' work, initial licensure candidates were exposed to sophisticated participatory research practices and procedures. Follow-up discussion sessions were held to assist candidates in refining their ideas about research-based interventions related to various presentations including: curriculum and resources selection/implementation, peer pressure, inclusive classroom practices, using virtual field trips in the classroom, assessment strategies, etc. Because we believe that enabling preservice teachers to reach a comfort level with all kinds of students is the first and most important step in raising achievement for all students in NC, candidates focus on effective strategies for closing the achievement gap in all methods classes as well as experience field placement in our professional development schools with exceptional students and students from varied cultural, linguistic, SES and ethnic backgrounds. Likewise, all advanced licensure candidates are required to take a class focusing on global collaboration and leadership for the diverse society.

**HEALTHY AND RESPONSIBLE STUDENTS-** Because teacher preparation at Salem focuses so heavily on teaching practices to enhance the learning experiences of a diverse student body, candidates are consistently required to demonstrate their ability to differentiate for many kinds of learners. A recognition of individual differences fosters school community and helps to promote students' healthy choices and individual accountability. These initiatives are a component in the evaluation instrument used by faculty members.

## **H. Special Emphasis for the Year of Record (which of the above [if any] did you put special emphasis on from the preceding year).**

Based upon state and federal emphasis for 21st century learning and global competencies, Salem College places special emphasis on fostering candidates' technological competence and understandings of diversity. Along with adopting a commercial web-based portfolio product (that required students to familiarize themselves with the kind of electronic report writing and delivery most used in our partner schools), our Educational Technology course was newly redesigned so as to focus on technology as instrumental rather than substantive. Instead of learning how to use tools and applications, candidates were introduced to ways in which technology-assisted learning can enhance their teaching strategies and provide opportunities for their students to showcase their understanding by means of authentic problem-based performance assessments.

### **Supplemental Information (Optional)**

#### **I. Brief description of unit/institutional special efforts to improve NTE/Praxis scores.**

Typically, Salem students are successful on these tests. However, the College also has several strategies in place to support and/or improve candidates' passing scores. Through the College's Academic Support services, teacher education candidates can get specific tutoring in content areas such as mathematics or writing. Recently, the College has created a mathematics resource center as a companion to the traditional Writing Center. So as to be familiar with test requirements and content, faculty in the Education Department periodically take the Praxis tests required for their areas of specialty and use their personal experiences to select text resources, design course requirements, or create assignments that provide candidates with exposure to the content and format of the tests. Faculty use sample test items in classes, prepare test items that are similar to the standardized questions, and use similar scoring techniques on class assignments to prepare students for the tests. Faculty members in Education and in the Arts and Sciences have incorporated strategies from the NCDPI-sponsored Praxis II workshop for their students. When students' Praxis scores arrive, faculty members analyze them to identify any common areas of weakness and then use this data to make appropriate changes in class syllabi. Methods faculty review test results and discuss strategies in Teacher Education Advisory Council meetings each year; additional input from school partners is solicited at this time. Candidates, themselves, are asked which areas of the Praxis tests they found most challenging and what recommendations they would make to promote future candidates' success.

#### **J. Brief description of unit/institutional special efforts to recruit students into professional education programs leading to licensure.**

The addition of a formal major in elementary or special education last year has positively impacted the number of undergraduate students seeking admission to the teacher education program. Additionally, education faculty regularly speak at career days in local high schools and community colleges to discuss the undergraduate education major and

licensure. During admissions visits, prospective students and their parents visiting the campus are invited to visit education classes, discuss licensure options with the Director of Teacher Education, and meet with individual faculty to explore teaching as a career. Current undergraduate students are provided opportunities to visit Salem graduates' classrooms and to "experience a day in the life of a teacher." This year, increased emphasis has been placed on coordinating recruitment efforts with the Fler Center For Adult Education. Several joint Open Houses and Information Sessions have resulted in a high yield of inquires and, ultimately, in numerous applications for admission to teacher education. Intentional outreach with various community colleges has also afforded students with an A.A. or an A.S. degree to consider finishing their four-year degree at Salem with either a major in education or teacher licensure. The Director of Teacher Education participates in all traditional undergraduate first-year orientations to introduce licensure options and requirements. The Financial Aid office works closely with returning adult students who wish to enter teaching to ensure that they receive adequate financial support. Students from all majors are invited to attend special events sponsored by the Education Department, including guest speakers and fall/spring research symposia during which advanced licensure candidates share their classroom-related action research projects. In terms of post-bac initial licensure programs, Salem has intentionally reached out to our local public school partners to promote licensure programs, especially for the assistants in the schools. Several on-site information sessions have been held at which faculty and staff in the local schools were introduced to the requirements and process of post-bac initial or add-on licensure.

**K. Brief description of unit/institutional special efforts to encourage minority students to pursue teacher licensure.**

Salem College is fortunate to have a very diverse student population. In teacher education, a significant scholarship is offered to minority candidates who pursue teaching. The Anna Maria Samuels Scholarship is a half-tuition scholarship for minority students in the MAT programs for elementary or special education. The Director of Teacher Education attends graduate fairs at HBCU's to discuss licensure programs with minority candidates and meets with undergraduate groups and organizations that serve minority students to explain career opportunities and encourage participation in teacher education. Faculty members have spoken at career day events in local schools to encourage minority students to consider teaching as a career. During the past year, the department has also been seeking ways to emphasize teaching from a global perspective. We have formalized admissions procedures for post-bac initial licensure candidates, and have admitted minority students from Africa, the Caribbean, and the Middle East. Currently, we are readying a study abroad option so that majority candidates can experience field work as study abroad in diverse school settings.

**L. Other (if applicable): Brief description of new initiatives (if any) not detailed previously in the narrative section.**

## II. CHARACTERISTICS OF STUDENTS

### A. Headcount of students formally admitted to and enrolled in programs leading to licensure.

Full Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	1
	Asian/Pacific Islander		Asian/Pacific Islander	1
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	1
	Hispanic		Hispanic	1
	White, Not Hispanic Origin		White, Not Hispanic Origin	24
	Other		Other	1
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>29</b>
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	1
	Asian/Pacific Islander		Asian/Pacific Islander	1
	Black, Not Hispanic Origin	7	Black, Not Hispanic Origin	57
	Hispanic		Hispanic	2
	White, Not Hispanic Origin	18	White, Not Hispanic Origin	141
	Other	1	Other	5
	<b>Total</b>	<b>26</b>	<b>Total</b>	<b>207</b>
Part Time				
	Male		Female	
Undergraduate	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	
	Hispanic		Hispanic	
	White, Not Hispanic Origin		White, Not Hispanic Origin	2
	Other		Other	
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>2</b>
Licensure-Only	American Indian/Alaskan Native		American Indian/Alaskan Native	
	Asian/Pacific Islander		Asian/Pacific Islander	
	Black, Not Hispanic Origin		Black, Not Hispanic Origin	1
	Hispanic		Hispanic	2
	White, Not Hispanic Origin		White, Not Hispanic Origin	14
	Other		Other	
	<b>Total</b>	<b>0</b>	<b>Total</b>	<b>17</b>

**B. Lateral Entry/Provisionally Licensed Teachers**

**Refers to individuals employed by public schools on lateral entry or provisional licenses.**

<b>Program Area</b>	<b>Number of Issued Program of Study Leading to Licensure</b>	<b>Number Enrolled in One or More Courses Leading to Licensure</b>
Prekindergarten (B-K)		
Elementary (K-6)		
Middle Grades (6-9)		
Secondary (9-12)		
Special Subject Areas (k-12)		
Exceptional Children (K-12)		
Vocational Education (7-12)		
Special Service Personnel (K-12)		
Other		
<b>Total</b>	<b>0</b>	<b>0</b>

**Comment or Explanation**

**LATERAL ENTRY/ PROVISIONALLY LICENSED TEACHERS ISSUED PLANS OF STUDY** In 2008-2009 Salem College did not issue plans of study for provisionally licensed lateral entry teachers. Instead, we generally worked with the plans of study that candidates brought from the Regional Alternative Licensing Center (RALC). These plans had previously matched needed competencies with the courses offered by Salem College, so candidates needed only advising about which courses were offered during which semester and in what sequence. During the 2008-2009 academic year, there were five lateral entry teachers with licensure plans of study from another organization (such as RALC) who enrolled in courses at Salem College. Most lateral entry candidates taking courses at Salem have elected to enroll in phase 1 of the MAT program, which culminates in initial licensure. This entails candidates' participation in a standard course of study rather than our issuing a customized plan of study.

### C. Quality of students admitted to programs during report year.

	Baccalaureate
MEAN SAT Total	1,190
MEAN SAT-Math	NA
MEAN SAT-Verbal	NA
MEAN ACT Composite	NA
MEAN ACT-Math	NA
MEAN ACT-English	NA
MEAN PPST-R	178
MEAN PPST-W	175
MEAN PPST-M	176
MEAN CBT-R	*
MEAN CBT-W	*
MEAN CBT-M	*
MEAN GPA	3.02
Comment or Explanation	
* Less than five records with data.	

### D. Program Completers (reported by IHE).

Program Area	Baccalaureate Degree		Undergraduate Licensure Only	
	PC	LC	PC	LC
<b>PC</b> Completed program but has not applied for or is not eligible to apply for a license				
<b>LC</b> Completed program and applied for license				
Prekindergarten (B-K)		2		4
Elementary (K-6)		9	1	23
Middle Grades (6-9)				3
Secondary (9-12)				4
Special Subject Areas (K-12)			1	5
Exceptional Children (K-12)		1		7
Vocational Education (7-12)				
Special Service Personnel				
<b>Total</b>	<b>0</b>	<b>12</b>	<b>2</b>	<b>46</b>
Comment or Explanation				
TABLE D - time from admission until program completion (master's level) Because Salem College's Department of Teacher Education and Graduate Studies operates on a rolling admissions process, graduate candidates may begin their programs during any term. Thus, times from admission until program completion vary greatly. For the 2008-2009 academic year, graduate candidates completed the program in the following time frames: less than 12 months – 1 candidate; 12 to 18 months – 12 candidates; 18 to 24 months – 9 candidates; longer than 24 months – 23 candidates. TOTAL GRADUATE CANDIDATES competing program = 45				

**E. Scores of student teachers on professional and content area examinations.**

Specialty Area/Professional Knowledge	2008 - 2009 Student Teacher Licensure Pass Rate	
	Number Taking Test	Percent Passing
Elementary Education	38	100
Spec Ed: Adapted Curriculum	1	*
Spec Ed: General Curriculum	6	83
Institution Summary	45	98

\* To protect confidentiality of student records, pass rates based on fewer than five test takers were not printed.

**F. Time from admission into professional education program until program completion.**

Full Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only						
Part Time						
	3 or fewer semesters	4 semesters	5 semesters	6 semesters	7 semesters	8 semesters
Baccalaureate degree						
U Licensure Only						
Comment or Explanation						
<p>TABLE F - time from admission until program completion (undergraduate level)            Because Salem College's Department of Teacher Education and Graduate Studies operates on a rolling admissions process, undergraduate candidates may begin their programs during any term. Thus, times from admission until program completion vary greatly. For the 2008-2009 academic year, undergraduate candidates completed the program in the following time frames: less than 12 months – 0 candidates; 12 to 18 months – 7 candidates; 18 to 24 months – 4 candidates; greater than 24 months – 5 candidates. TOTAL UG CANDIDATES COMPLETING PROGRAM = 16</p>						

**G. Undergraduate program completers in NC Schools within one year of program completion.**

2008-2009		Student Teachers	Percent Licensed	Percent Employed
Bachelor	Institution	98	97	59
Bachelor	State	4,725	92	49

**H. Top10 LEAs employing teachers affiliated with this college/university. Population from which this data is drawn represents teachers employed in NC in &cohort\_start\_year - &cohort\_end\_year**

LEA	Number of Teachers
Forsyth County Schools	328
Davidson County Schools	38
Stokes County Schools	34
Davie County Schools	23
Guilford County Schools	21
Surry County Schools	21
Wake County Schools	13
Wilkes County Schools	13
Charlotte-Mecklenburg Schools	10
Yadkin County Schools	10

**I. Satisfaction of program completers/employers with the program in general and with specific aspects of the program, as rated on a 1 (lowest) to 4 (highest) scale.**

Due to several factors affecting responses, survey results will not be reported at the institutional level this year.

**III. Teacher Education Faculty**

Appointed full-time in professional education	Appointed part-time in professional education, full-time in institution	Appointed part-time in professional education, not otherwise employed by institution
.	.	.